DOCUMENT RESUME

ED 044 099 JC 700 242

AUTHOR	Twa, R. James
TITLE	Student and Instructor Expectations of Community College Instructors.
INSTITUTION	Oregon School Study Council, Eugene.
PUB DATE	Nov 70
NOTE	38p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$2.00
DESCRIPTORS	Classroom Communication, *Junior Colleges, *Student Teacher Relationship, *Teacher Behavior, Teacher Evaluation
IDENTIFIERS	*Oregon

ABSTRACT

Little research has been done to define effective teaching in the junior college. This study was designed to produce empirical data on the expectations held by the adult education, occupational education, and transfer students and their instructor counterparts for the instructor in his role as director of learning. To elicit the desired data, the Instructor Behavior Questionnaire was administered to 315 students and instructors in an Oregon community college. The Kolmogorov-Smirnoff Two-Sample Test was then applied to the data to determine the level of significance of difference in reactions of the six groups included in this study. Mean response scores were also computed to measure the intensity of reaction to the role norm statements on the questionnaire. Analysis of these data indicates that both students and faculty had the most intense feelings on the "Personal Relationships" section of the questionnaire. On the basis of this finding, the author suggests that further research in this area should concentrate on variables to identify personal relationships between instructors and students. Relationships among several different combinations of the six groups studied are also discussed in this report. (RC)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

OREGON SCHOOL STUDY COUNCIL

SPECIAL BULLETIN

OREGON SCHOOL STUDY COUNCIL
School of Education
University of Oregon, Eugene, Oregon

ED 044099

November, 1970

STUDENT AND INSTRUCTOR EXPECTATIONS OF COMMUNITY COLLEGE INSTRUCTORS

JC 700 242

by

R. James Twa
Associate Professor
of Education
University of Lethbridge
Lethbridge, Alberta, Canada

UNIVERSITY OF CALIF.
LOS ANGELES
NOV 16 1970
CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

VITA

Name: R. James Twa

Present Position: Associate Professor of Education
University of Lethbridge
Lethbridge, Alberta, Canada

Educational Background:

Bachelor of Education, University of Alberta, Edmonton, Alberta, Canada
Master of Education, Oregon State University, Corvallis, Oregon
Doctor of Philosophy, University of Oregon, Eugene, Oregon

Professional Experience:

Teacher, Alberta Public Schools, 1947-1962
Director of Vocational Education, Lethbridge Junior College, Lethbridge, Alberta, 1962-1967
Vice-President, Lethbridge Junior College, Lethbridge, Alberta, 1967-1968
Graduate Research Assistant, Bureau of Educational Research, University of Oregon, 1968-1970

Adviser: Dr. Arthur Hearn

TABLE OF CONTENTS

	Page
Introduction	1
Background of the Study	3
A Study of Expectations of Instructors in an Oregon Community College	9
Implications of the Findings	26
Recommendations for Further Study	34

LIST OF TABLES

Table		Page
1	Total Number and Percent of Mandatory, Permissive, and Preferred Type of Responses for the Five Divisions and Total Role of Instructor as Director of Learning for the Six Groups	12
2	Mean Consensus Within Groups for the Five Divisions and Total Role of Instructor as Director of Learning for the Six Groups	15
3	Summary of Significant Differences Between Groups by Role Norm Statement Number for the Five Divisions and Total Number for Role of Instructor as Director of Learning	18

LIST OF FIGURES

Figure I	19
Figure II	20

INTRODUCTION

Community colleges in the United States are increasing in both size and number at an amazing rate. Each year enrollments are increasing in the established colleges and new institutions are being founded at a rate in excess of one per week. This rapid growth has accentuated a number of problems for the community colleges, not the least of which is the provision of quality teaching. There is growing concern among community college educators as to how qualified faculty can be found to meet these increasing demands. Also, means are being sought to help present faculty become more effective teachers so that they are able to make a contribution toward aiding the community colleges in meeting their number one commitment--excellence in teaching. Administrative personnel charged with the responsibility for selection, supervision, and assignment of teaching faculty recognize the need for research data to guide their decision-making processes.

To date, instructors for the two-year colleges have been drawn largely from two sources: (1) teachers with training and experience in the high school, and (2) college graduates who are seeking a stepping stone to teaching in the four-year colleges. Neither those moving up from the high school nor those with four-year college teaching aspirations have any specific training for their jobs in the community college. The inconsistency between this lack of training and the high priority assigned to teaching in the two-year college becomes obvious. Before community college educators can adequately deal with the problems of preservice and inservice education

for their instructors and before rational decisions regarding the selection, supervision, and assignment of teaching faculty can be made, empirical data regarding teaching behavior in the community college and its effects upon the students must be available. It would seem reasonable, therefore, to expect that in their more than half century of existence, the community colleges would have accumulated a considerable body of research findings regarding effective teaching behavior as it applies to their particular situation. Such is not the case. Although the matter of critical teaching behavior has received extensive research attention at the elementary and secondary school level and some at the four-year college level, little has been done at the two-year college level.[1]

---

[1]Arthur M. Cohen (ed.), Junior College Research Review (Los Angeles: University of California, February, 1968), p. 1.

THE BACKGROUND OF THE STUDY

Research regarding teacher effectiveness has taken numerous approaches and examined a very extensive range of variables. As reported in the Barr studies ". . . teaching efficiency is a combination of pupil-teacher situation factors, the patterns of which we know very little."[2] There is, however, considerable agreement among educators that motivation affects learning. It is not surprising, therefore, that factors related to the motivation of students is one of the major concerns of educators. A number of factors have been shown to be related to motivation of students. A logical connection can be shown to exist between students' motivation and their expectations of instructors. Expectations is used here, as it is throughout this paper, in the sense of role expectations whereby an individual occupying a given status or position has certain normative culturally prescribed obligations and responsibilities. These expectations are the things which we would say the occupant of a status or position "should" (or "should not") or "ought" (or "ought not") to do in a certain situation. In this study these expectations have to do with the acts which students feel instructors "should" or "ought" to perform and also the acts which instructors feel they "should" or "ought to" indulge in.

The terms role, norm, and position arise in any discussion of expectations. They are used in this paper as defined by Fredrick Bates in an

---

[2] A. S. Barr, et al., "Wisconsin Studies of the Measurement and Prediction of Teacher Effectiveness, a Summary of Investigations," Journal of Experimental Education, 30 (1961), pp. 5-155.

article devoted to outlining the concepts. The definitions he provides are as follows:

Role. "A part of a social position consisting of a more or less integrated or related sub-set of social norms which is distinguishable from other sets of norms forming the same position."[3]

Norm. "A patterned or commonly held behavior expectation. A learned response, held in common by members of a group."[4]

Position. "A location in a social structure which is associated with a set of social norms."[5]

A study of some questions posed by Ringness may help to illustrate the relationship between students' motivation and their expectations of instructors.[6]

1. How satisfying is the teacher's behavior to others?
2. Are expectations about the teacher reasonable and realistic?
3. Are pupil needs satisfied or hindered through his teaching?
4. Is there conflict between the roles the teacher plays and the expectations of others?
5. Do the teacher's ways of satisfying his needs seem harmful to pupils or others?
6. Is his effect on all pupils or in all situations the same?[7]

---

[3]Fredrick L. Bates, "Position, Role, and Status: A Reformulation of Concepts," Social Forces, 34 (1956), p. 313.

[4]Ibid.

[5]Ibid.

[6]T. A. Ringness, "Motivation of Teachers and Teaching Success," Journal of Experimental Education, 30 (1961), p. 111.

[7]Ibid.

The decision to focus on student and instructor expectations of the instructor, as director of learning, grew from the study of questions such as the one posed by Ringness pertaining to the role of the instructor in the teaching-learning process.

The teaching-learning process becomes an interaction between the student, the instructor, and the situation as the student attempts to achieve the current educational objectives. The instructor is responsible for the student's achievement of the objectives, but they can be accomplished only through the student. The student finds himself in a similar situation because he can achieve the objectives (meet the course requirements) only through the instructor, the director of learning. Each is dependent upon the other to fulfill successfully the objectives for his respective mission. The teacher, however, as director of learning, controls the teaching-learning process. If the expectations of the student are similar to the expectations of the teacher, as director of learning, then each party has a better chance for success. The student will be aided in meeting the course requirements and increase his chances for success, and if the student has learned, the teacher has taught and thereby fulfilled his responsibility in the teaching-learning process.

Social psychologists theorize that the connection between role agreement and goal attainment is as follows:

> A person cannot be indifferent to how others perceive him when he must interact with them in order to attain his goals. It is only in the reasonably predictable environment, interpersonal or otherwise, that the individual can effectively pursue his goals. To maximize the predictability of the environment, not only must he strive for accuracy in how others view him and the situation but he must be willing to conform to some degree to the expectations that others have of him. If he enters the situation as an unpredictable participant, under normal circumstances he, in turn, will

> be unable to predict the responses of the other participants to him. There are, of course, other reasons a person may have for being concerned with what others expect of him, not the least of which is the ego rewards which group members may furnish him for his compliance with their expectations. Also, such concern enables the person to avoid the sanctions which may accompany non-compliance. But quite apart from these, it is to the person's advantage in pursuing his goals, whether they be goals jointly shared with others or idiosyncratically defined for himself to estimate accurately the expectations which others have for him.[8]

In the student-instructor situation, which our study wishes to explore, a complication arises. Normally, when a person's behavior fails to conform with expectations, the persons affected by such failures will apply negative sanctions, but in the case of the student-instructor relationship this would entail a subordinate (student) applying negative sanctions to a superior (instructor). Any application of negative sanctions by the student jeopardizes his chances of success, so he finds himself in a frustrating position and the degree of tension is increased. Bidwell describes this superior-subordinate relationship as it applies to the teacher-administrator situation:

> The teacher thus finds himself in a situation in which he has no basis for a coherent system of action and loses his orientation toward his administrators. He finds himself frustrated in his attempts to apply sanctions to remedy the tension-producing situation, heightening the degree of tension.[9]

The same condition is found in the student-instructor relationship.

Research and literature in the area of students' expectations of teachers are scarce, particularly when the scope is narrowed to expectations

---

[8] W. W. Charters, Jr., "The Social Background of Teaching," in Handbook of Research on Teaching, ed. by N. L. Gage (Chicago: Rand McNally and Co., 1963), p. 798.

[9] C. E. Bidwell, "The Administrative Role and Satisfaction in Teaching," Journal of Educational Sociology, 29 (1963), p. 42.

pertaining to the role of director of learning. Brookover, who did a considerable amount of work in the area, reports:

> Limited studies have been made of students' expectations of teachers . . . . An implicit assumption that all students have similar sets of teacher expectations has also been made in some of these studies. It would seem important to identify significant sub-groups of students with varied expectations of teachers.[10]

The link between students' satisfaction with the learning experience and expectations is spelled out by McKeachie.

> . . . we should be aware that it (student satisfaction) is highly influenced by the students' role expectations of college teachers. Marked deviations from these expectations are almost inevitably rated lower than more conventional teaching behavior.[11]

The relationship between students' ratings of the effectiveness of teachers and their expectations of teachers is reaffirmed by Hudson in his study which used a sample of 233 high school seniors. Hudson found that the teachers who were judged as most effective were those teachers who more closely resembled the student rater's perception of an ideal teacher.[12]

In a study involving 443 students at Western Washington State College, Gadzella identifies the students' view of the five most important characteristics of an "ideal" professor as:

---

[10] W. B. Brookover, "Research on Teacher and Administrator Roles," Journal of Educational Sociology, 29 (1955), pp. 2-13.

[11] W. J. McKeachie, "Research on Teaching at the College and University Level," in Handbook of Research on Teaching, ed. by N. L. Gage (Chicago: Rand McNally and Co., 1963), p. 1125.

[12] Keith Calvin Hudson, "Pupil Expectations of Teacher Behavior as a Possible Influence Upon Pupil Ratings of Teacher Effectiveness," unpublished Doctoral dissertation (Florida State University, 1964).

1. Knowledge of Subject - has a thorough knowledge, both basic and current, of the subject he teaches.

2. Interest in Subject - has a deep interest in and enthusiasm for the subject he teaches.

3. Flexibility - is inspiring, has the ability to present material to meet students' interests and needs.

4. Daily and Course Preparations - has daily lessons well organized, provides an outline of the course and its objectives and a list of basic references.

5. Vocabulary - uses appropriate language, has ability to explain clearly, presents material at the students' level of comprehension.[13]

Although numerous studies have been conducted which spell out other groups' expectations of teachers,[14] the subject of teachers' expectations of teachers has received little attention. Brown,[15] studying expectations regarding interpersonal relations (student-teacher) found that teachers' expectations of teachers were related to the subjects taught, and the sex and age of the teachers. The author of another study concluded that teachers' expectations were related to the teacher's age, sex, length of professional service, place of residence, amount of college education, and to a lesser degree, to teaching assignment and the socio-economic level of the community.[16]

---

[13] Bernadette M. Gadzella, "Students' Views and Ratings of an Ideal Professor," College and University (Fall, 1968), pp. 91-94.

[14] L. V. Manwiller, 'Expectations Regarding Teachers," Journal of Experimental Education, 26 (1958), pp. 315-54, also Howard A. Rosencranz, and Bruce J. Biddle, "The Role Approach to Teacher Competence," in Contemporary Research on Teacher Effectiveness, ed. by Bruce J. Biddle and William J. Ellena (New York: Holt, Rinehart and Winston, 1964), p. 250 and, John M. Foskett, The Normative World of the Elementary School Teacher (Eugene: Center for the Advanced Study of Educational Administration, University of Oregon, 1967).

[15] I. D. Brown and J. C. Beedsoe, "Role Perceptions of Secondary Teachers as Related to Pupils' Perceptions of Teacher Behavior Characteristics," Journal of Educational Research, 61 (May, 1968), pp. 422-29.

[16] C. E. Fishburn, "Teacher Role Perception in the Secondary Schools of One Community," unpublished Doctoral dissertation (Palo Alto: Stanford University, 1955).

The community college's commitment to serve its students is dependent upon a better understanding of the expectations of instructors held by its students and instructors. In view of this situation, a study was undertaken which focused on the role expectations of instructors as reported by the two groups which are most intimately involved in a teaching-learning process--the instructors themselves and the students of the community college.[17]

A Study of Expectations of Instructors in an Oregon Community College

This study was designed to bring empirical evidence to bear upon the nature of expectations held by the adult education, occupational and transfer students and their instructor counterparts for the instructor in his role as director of learning. Three major questions were examined:

1. What are some of the expectations held by the various groups for the instructor as director of learning?
2. Is there consensus (agreement) within the groups as to these expectations?
3. Do the groups differ significantly from one another in these expectations?

The typical community college today attempts to meet the needs of a number of groups of students. For the purpose of this study three of the principal student groups and their instructors were chosen for examination. These were the transfer, occupational, and adult education students and their respective instructor groups, the transfer, occupational, and adult education instructors. The subjects were classified as belonging to one of these six groups on the basis of the following definitions:

---

[17] R. James Twa, "Student and Instructor Expectations of Community College Instructors," unpublished Doctoral dissertation (Eugene: University of Oregon, 1970).

Transfer student. A student registered for more than one-half of his total course load in courses designed for transfer toward a degree in a four-year institution.

Occupational student. A student registered for more than one-half of his total course load in courses of a general, technical, or vocational nature which are not transferable to a four-year institution but which carry credit toward a two-year degree of credential.

Adult education student. A student registered for a majority of his total course load in courses not recognized for credit as transfer or occupational. Ordinarily these are part-time students.

Transfer instructors. Instructors reporting that the majority of the students they instruct are registered in transfer programs.

Occupational instructors. Instructors reporting that the majority of the students they instruct are registered in occupational programs.

Adult education instructors. Instructors reporting that the majority of the students they instruct are registered in adult education programs.

The data were collected by means of an instrument, Instructor Behavior Questionnaire, constructed by the investigator on the basis of the findings of an earlier study which sampled community college students' expectations of their instructors.[18] The Instructor Behavior Questionnaire, a copy of which is included in the Appendix, was administered to a total of 315 students and instructors in a community college in Oregon. The subjects' completed questionnaires were classified into six groups--adult education students, adult education instructors, occupational students, occupational instructors, transfer students, and transfer instructors--on the basis of the demographic data supplied by the subjects. The groups' responses to each of the 64 items found in the Instructor Behavior Questionnaire were compared on the bases of Mean Response Scores and Consensus Scores. In addition, the Kolmogorov-Smirnoff Two-Sample Test was used to determine

---

[18] Clyde C. McCully, "Student Perceptions of Junior College Instructors as Directors of Learning," unpublished Doctoral dissertation (Los Angeles: University of California, 1968).

the level of significance of difference between selected groups' responses. Differences reaching the .05 level or beyond were classified as significant.

The findings were analyzed for each of the five divisions of the role of instructor as director of learning and as a total role. The five divisions of the role were: utilization of instructional methods and materials, management and control of learning activities, personal relationships, communication of information pertaining to the course, and evaluation of student progress. The type of instructor behavior included in each of the five divisions of the role may be examined by referring to the Instructor Behavior Questionnaire.

The findings of the study are organized in the following manner. First, a summary has been prepared of the nature of the expectations of the instructor held by the six groups, as revealed by the Mean Response Scores; secondly, the overall consensus within the groups has been examined by analyzing the Consensus Scores; and thirdly, the significant differences between groups' responses for the five divisions have been consolidated to furnish a picture of differences found in the total role.

The Nature of the Expectations Held by the Six Groups

Table 1 provides a summary of the mandatory-, permissive-, and preferred-type responses for the six groups for the five divisions and the total role of instructor as director of learning.

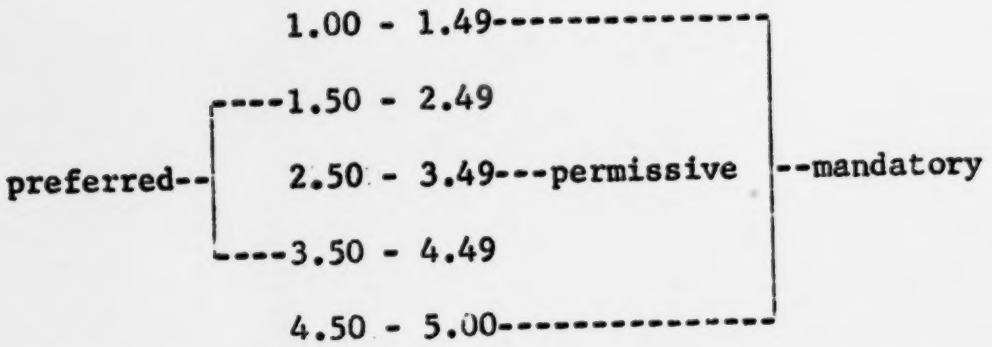
In order to describe the nature of the expectations held by each group, a Mean Response Score was computed to express each group's reaction to each of the role norm statements. In addition to indicating the direction of a group's reaction (approval, disapproval, or indifference), the Mean Response

Table 1

TOTAL NUMBER AND PERCENT OF MANDATORY, PERMISSIVE, AND PREFERRED TYPE OF RESPONSES FOR THE FIVE DIVISIONS AND TOTAL ROLE OF INSTRUCTOR AS DIRECTOR OF LEARNING FOR THE SIX GROUPS

		AES			OS			TS			AES			OI			TI			Total
		mand	perm	pref	mand	perm	pref	mand	perm	pref	mand	perm	pref	mand	perm	pref	mand	perm	pref	
Utilization of Instructional Methods and Materials	#	1	0	18	0	0	19	3	0	16	3	0	16	6	0	13	5	0	14	19
	%	5	0	95	0	0	100	16	0	84	16	0	84	32	0	68	26	0	74	
Management and Control of Learning Activities	#	0	0	10	0	1	9	0	2	8	0	0	10	3	0	7	0	2	8	10
	%	0	0	100	0	10	90	0	20	80	0	0	100	30	0	70	0	20	80	
Personal Relationships	#	5	0	14	2	0	17	9	0	10	9	0	10	16	0	3	6	0	13	19
	%	26	0	74	11	0	89	47	0	53	47	0	53	84	0	16	32	0	68	
Communication of Information Pertaining to Course	#	1	0	10	0	1	10	2	0	9	3	0	8	2	1	8	2	1	8	11
	%	9	0	91	9	0	91	18	0	82	27	0	73	18	0	82	18	0	82	
Evaluation of Student Progress	#	0	0	5	0	0	5	0	0	5	0	0	5	0	0	5	0	0	5	5
	%	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	0	100	
Total Role of Instructor as Director of Learning	#	7	0	57	2	2	60	14	2	48	15	0	49	27	1	36	13	3	48	64
	%	11	0	89	3	3	94	22	3	75	23	0	77	42	2	56	20	5	75	

Score provides an indication of how strongly or intensely a group feels about the behavior described in the role norm statement. The diagram below illustrates the concept of mandatory-, preferred-, and permissive-type responses.



For purposes of this study, the mean group responses are classified according to their numerical values as shown. In terms of the feelings of the groups indicated by these response categories, it was logically deducted that they have the following meanings:

Mandatory-type response. A response which indicates there is strong or intense feeling.

Preferred-type response. A response which indicates there is some concern but no strong or intense feeling.

Permissive-type response. A response which indicates there is no concern or a feeling of indifference.

The relative number of mandatory-, permissive-, and preferred-type responses recorded by the six groups for the five divisions, reveals that there was much stronger feeling in all the groups toward the "Personal Relationships" section (statements #30 through 48) than toward any other section of the inventory.[19] Comparison of the mandatory-type responses for

---

[19]Instructor Behavior Questionnaire (in the discussions which follow, the term inventory is on occasion used to refer to this instrument).

the six groups over the five divisions shows that for five of the six groups the percentage mandatory-type responses is considerably higher in the area of "Personal Relationships" than for any of the other four areas. The occupational student group was the only group not approaching or exceeding a percentage twice as large for "Personal Relationships" as for any of the four other areas. For all six groups in all five areas there is a trend toward preferred-type responses with but one notable exception: the occupational instructors' responses in the area of "Personal Relationships" (84 percent mandatory compared to 16 percent preferred). Another general trend is the lack of permissive-type responses throughout the five areas, with 20 percent being the maximum for any group in any area. The transfer student and transfer instructor groups reached this level in the area of "Management and Control of Learning Activities."

Examination of the comparisons between groups indicates that for the total role of instructor as director of learning, the occupational instructors rank first in percentage of mandatory-type responses. For 42 percent of the role norm statements included in the inventory, this group (occupational instructors) indicated that the behavior described in the statement would be required of the instructors in order to obtain their colleagues' approval. Interestingly, their student counterparts, the occupational students, recorded the lowest percentage of mandatory-type responses (3 percent).

Mean Consensus Within the Groups

Table 2 provides a summary of the Mean Consensus Scores for the six groups for the five divisions of the role inventory and the total role of the instructor as director of learning.

Table 2

MEAN CONSENSUS WITHIN GROUPS FOR THE FIVE DIVISIONS AND TOTAL ROLE OF INSTRUCTOR AS DIRECTOR OF LEARNING FOR THE SIX GROUPS

	Groups					
	AES	OS	TS	AES	OI	TI
Utilization of Instructional Methods and Materials	.550	.491	.536	.619	.598	.591
Management and Control of Learning Activities	.490	.497	.493	.569	.550	.582
Personal Relationships	.583	.556	.582	.633	.658	.596
Communication of Information Pertaining to Course	.604	.570	.591	.602	.536	.630
Evaluation of Student Progress	.592	.582	.560	.652	.575	.603
Total Role of Instructor as Director of Learning	.563	.532	.554	.615	.596	.599

The Mean Consensus Score for a group is an indication of agreement of reaction to the role norm statements found in the inventory. A Mean Consensus Score of 0.00 indicates that the responses were evenly distributed over the five response possibilities with 20 percent in each of the categories (strongly approve, approve, undecided, disapprove, strongly disapprove.) A score of 1.000 represents a situation where all of the responses fall in any one of the five categories, while a score of -1.000 indicates that 50 percent of scores fall in each of the two extreme categories (strongly approve and strongly disapprove).

A pattern of higher agreement of instructors among themselves than students among themselves was found to exist when the Mean Consensus Scores were computed for the first three divisions of the inventory and for the total role. The rank order arrangement, produced by calculating the Mean Consensus Scores for the six groups for the 64 items found in the inventory (the total role), is as follows:

Adult education instructors	.615
Transfer instructors	.599
Occupational instructors	.596
Adult education students	.563
Transfer students	.554
Occupational students	.532

An additional pattern appears in this arrangement. The student counterparts of the instructor groups assume similar relative positions in the rank-order arrangement; i.e., the adult education groups rank first, the transfer groups next, and the occupational groups last.

Significant Differences Between Groups

Table 3 provides a summary of the significant differences which were identified between the selected groups' responses to the role norm statements found in each of the five divisions and the total number for the role of instructor as director of learning.

For purposes of examining significant differences between the groups' responses, a decision was reached to classify the comparison combinations into two groups. On the basis of the frequency of interaction between members of the two groups under consideration in any combination, the combinations were classified as follows:

Regular interaction combinations. Groups which, in the "normal" operation of the community college, interact in an instructor-class situation. Specifically they are as follows:

1. Transfer student group with transfer instructor group.
2. Occupational student group with occupational instructor group.
3. Adult education student group with adult education instructor group.

Possible interaction combinations. Groups which, in the "normal" daily operation of the community college, do not have to interact but which may, depending upon a number of factors, find it necessary or gainful to interact in instructor-class, student-student, or faculty-faculty situations. Specifically, the combinations are as follows:

1. Adult education student group with occupational student group.
2. Adult education student group with transfer student group.
3. Occupational student group with transfer student group.
4. Adult education student group with occupational instructor group.

Table 3

SUMMARY OF SIGNIFICANT DIFFERENCES BETWEEN GROUPS BY ROLE NORM STATEMENT NUMBER FOR THE FIVE DIVISIONS AND TOTAL NUMBER FOR ROLE OF INSTRUCTOR AS DIRECTOR OF LEARNING

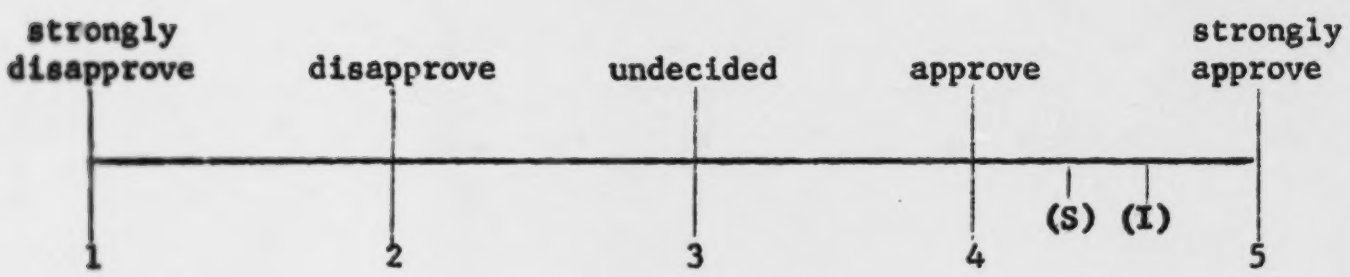
	Regular Interaction Groups			Possible Interaction Groups							
	AES & AEI	OS & OI	TS & TI	AES & OS	AES & TS	OS & TS	AES & OI	AES & TI	OS & TI	TS & OI	OI & TI
Utilization of Instructional Methods and Materials		2 9 12 13 19	2 6 13				9 19	2 6	2 6 13	9 13 15	9 15
Management and Control of Learning Activities		26 27	21				26	24 25	24 25	26 27	20 24 26
Personal Relationships		30 36 42 44			36		30 44			36 42 44	31
Communication of Information Pertaining to Course		56	56			49	56	56	49 56	56	
Evaluation of Student Progress		64						63		64	
Total Number for the Role of Instructor as Director of Learning	0	13	5	0	1	1	6	6	7	10	6

5. Adult education student group with transfer instructor group.
6. Occupational student group with transfer instructor group.
7. Occupational instructor group with transfer student group.
8. Occupational instructor group with transfer instructor group.

The Consequences of Differences

To help determine the possible consequences of the differences, from the students' standpoint, the situation may be illustrated by means of a diagram. The Mean Response Score for any group on any particular item can be visualized as occupying a position on a continuum ranging from strongly disapprove to strongly approve with values assigned as shown below. For example, assume that for a particular item the student group has an M.R.S. of 4.44 and the instructor group has an M.R.S. of 4.72. These are located on Figure I as indicated by (S) and (I) respectively.

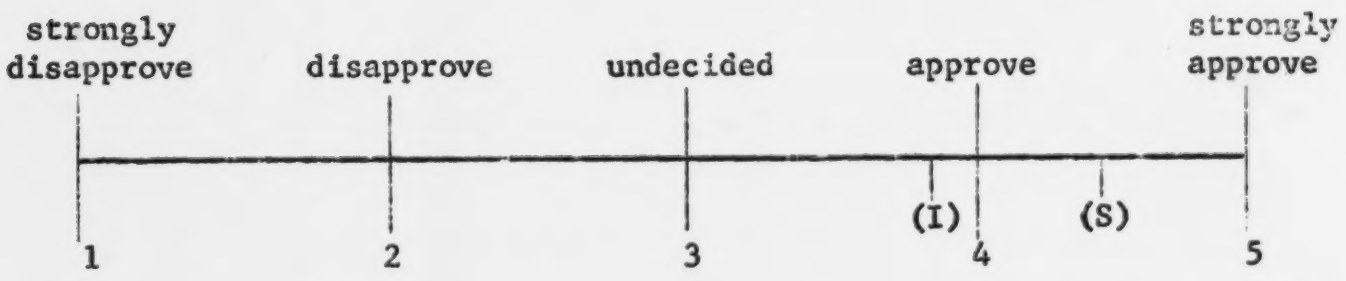
Figure I



As can be seen in this case, the instructors more strongly approve the behavior described in the statement than did the students. In situations such as this where instructors strongly approve behavior which students approve of, fewer difficulties should arise for the students. The same consequences should result where instructors strongly disapprove of behavior of which students disapprove. However, in situations such as that illustrated

in Figure II, student M.R.S. = 4.44 and instructor M.R.S. = 4.00, the consequences for students may become more serious. Here the groups are in the opposite positions; that is, the students feel more strongly about the behavior than do the instructors. Their group locations now are as shown in Figure II.

Figure II



The students, feeling more strongly about the behavior described in the statement than the instructors, are less likely to find teachers behaving in accordance with the students' expectations of the teacher and, as a result, anxiety and frustration may be generated within the students.

By applying the foregoing line of reasoning, it is possible to classify the situation for each difference. The student-problem-producing-potential for each situation has been classified according to the following scheme.

<u>High probability</u>. High frequency of interaction between student and instructor groups plus higher student-problem-producing-potential type of difference.

<u>Medium probability</u>. High frequency of interaction between student and instructor groups plus lower student-problem-producing-potential type of difference.

Low probability. Lower frequency of interaction between student and instructor groups plus higher student-problem-producing-potential type of difference.

Very low probability. Lower frequency of interaction between student and instructor groups plus lower student-problem-producing-potential type of difference.

The scheme helps to provide an insight into each situation in terms of its potential for giving rise to student anxiety and frustration.

Differences Between the Three Regular Interaction Groups

1. Adult education students - adult education instructors. No significant differences were identified between these two groups' responses to any of the 64 statements in the role norm inventory.

2. Occupational students - occupational instructors. A total of 13 significant differences were identified between these two groups' responses to the 64 role norm statements. The statements, given in order of appearance in the inventory, and the level of significance of each, are as follows:

# 2,	"Raised questions that helped to analyze material under study"	.011
# 9,	"Showed the application of theory to practical problems"	.000
# 12,	"Used illustrations, examples, models, or demonstrations to clarify procedures and reinforce concepts"	.017
# 13,	"Provided for review of material before examination"	.004
# 19,	"Showed structure of a subject by pointing out concepts involved"	.012
# 26,	"Coordinated lecture with laboratory assignment"	.000

27, "Failed to have ready equipment needed to do demonstration" .005

30, "Dealt with students in a receptive and approachable manner when asked for assistance" .039

36, "Failed to arrive at classes on time" .005

42, "Failed to keep appointments with students" .001

44, "Was reluctant to admit his mistakes" .009

56, "Provided student with outline of day's lecture" .013

64, "Did not check homework assignments" .043

Only two of the statements which identified differences, #13 and #56, describe situations which qualify for the "high" category with regard to their potential for producing frustrating situations for students (see pages 19 and 20), while the other 11 fall into the medium category.

3. Transfer students - transfer instructors. These two groups' responses differed significantly for five of the total 64 items. The statements with the level of significance of the difference were:

2, "Raised questions that helped to analyze material under study" .028

6, "Lectured directly from the textbook" .007

13, "Provided for review of material studied before an examination" .002

21, "Made a research assignment for which adequate library resources were not available" .045

56, "Provided student with outline of day's lecture" .000

Of these five significant differences, three have been classified as having high potential for causing student problems. These differences are with regard to statements #13, #21, and #56. The other two qualify for the medium category.

Differences Between the Eight Possible Interaction Groups

1. Adult education students - occupational students. No significant differences were identified between these two groups' responses to any of the 64 statements.

2. Adult education students - transfer students. Only one statement, #36, "Failed to arrive at classes on time," (.022 level of significance) elicited a significantly different response from these two groups. Because this combination consisted of two student groups rather than a student and an instructor group, no attempt was made to classify the difference in terms of potential for causing student difficulties.

3. Occupational students - transfer students. These two groups' responses differed significantly (.028 level) for one statement only, #49, "Showed enthusiasm for subject." Since this combination also consisted of two student groups, the remarks made regarding the immediately preceding combination apply here as well.

4. Adult education students - occupational instructors. A total of six significant differences were identified between the responses of these two groups. The statements with the level of significance of the difference were:

# 9, "Showed the application of theory to practical problems"	.000
# 19, "Showed structure of a subject by pointing out concepts involved"	.012
# 26, "Coordinated lecture with laboratory assignment"	.004
# 30, "Dealt with students in a receptive and approachable manner when asked for assistance"	.007
# 44, "Was reluctant to admit his mistakes"	.038
# 56, "Provided student with outline of day's lecture"	.000

The differences regarding #30, #44 and #56 qualify for the low category in terms of probability of being responsible for student problems while the others fall in the very low classification.

5. Adult education students - transfer instructors. Significant differences were found between these two groups' responses to the following six statements:

# 2, "Raised questions that helped to analyze material under study"	.054
# 6, "Lectured directly from the textbook"	.015
# 24, "Digressed from the assigned topic"	.002
# 25, "Failed to proceed with the work of the course according to the announced schedule"	.008
# 56, "Provided student with outline of day's lecture"	.000
# 63, "Assured student understanding of topic before undertaking new work"	.024

Four of these differences, #24, #25, #56, and #63, are classified as low in potential for causing student problems while the others are in the very low classification.

6. Occupational students - transfer instructors: Seven significant differences were identified between these two groups' responses to the 64 statements found in the inventory. The statements which gave rise to these differences were:

# 2, "Raised questions that helped to analyze material under study"	.000
# 13, "Provided for review of material studied before an examination	.001
# 24, "Digressed from the assigned topic"	.028
# 25, "Failed to proceed with the work of the course according to the announced schedule"	.031
# 49, "Showed enthusiasm for subject"	.032
# 56, "Provided student with outline of day's lecture"	.030

The differences related to statements #13, #25, and #56 qualify for the low category while the others fall in the very low category with regard to their potential for causing student problems.

7. Transfer students - occupational instructors. Ten of the 64 role norm statements elicited significantly different responses from these two groups. The statements with the level of significance were:

# 9, "Showed the application of theory to practical problems"	.026
# 13, "Provided for review of material studied before an examination"	.009
# 15, "Used audio-visual aids to help explain and illustrate the topic under study"	.016
# 26, "Coordinated lecture with laboratory assignment"	.047
# 27, "Failed to have ready equipment needed to do demonstration	.051
# 36, "Failed to arrive at classes on time"	.001
# 42, "Failed to keep appointments with students"	.010
# 44, "Was reluctant to admit his mistakes"	.002
# 56, "Provided student with outline of day's lecture"	.000
# 64, "Did not check homework assignments"	.013

Only two of these differences, those related to statements #13 and #56, have been classified as having low potential for causing student problems while the rest have been placed in the very low classification.

8. Occupational instructors - transfer instructors. Six significant differences resulted from the statistical comparison of these two groups' responses to the 64 role norm statements. The statements giving rise to these differences were:

# 9, "Showed the application of theory to practical problems"	.002
# 15, "Used audio-visual aids to help explain and illustrate the topic under study"	.041
# 20, "Conducted class activities in a well-organized manner"	.052
# 24, "Digressed from the assigned topic"	.027
# 26, "Coordinated lecture with laboratory assignment"	.002
# 31, "Was impatient with students who asked questions"	.035

Since this combination examined the differences between two instructor groups rather than between a student and an instructor group, no attempt was made to classify the differences in terms of their potential for giving rise to student problems.

Implications of the Findings

The finding that all of the six groups of subjects had stronger feelings toward the personal relationships division of the instructor's role than toward any of the other divisions indicated that the students were more concerned with being treated as dignified human beings than with the other areas under investigation and that the instructors agreed with their point of view. Both students and instructors indicated that a student should without fear of ridicule, sarcasm, or belittling from the instructor, be able to express himself or ask questions in class and request help outside of class. Also, both groups agreed that the instructor should demonstrate a personal interest in students and be prepared to act in a supportive manner toward insecure students. It is noteworthy that students felt less strongly regarding violations of norms by instructors in the area of evaluation of student progress than in the area of personal relationships.

While students did not reveal a permissive feeling toward the instructor's behavior in the area of evaluation of student progress--that is, they held preferences for the way he should behave--they indicated it was mandatory that he should behave in accordance with the norms in the area of personal relationships. This seems to be in conflict with a commonly held notion that students are more concerned with the grades an instructor assigns them than with any other dimension of their relationship with him.

The finding that there was mid-range consensus within all of the six groups regarding the total role of instructor as director of learning, indicates that the instructor has some latitude in his choice of behavior. Owing to the fact that the members of the subgroups disagreed to some extent as to how they would feel if the instructor acted in certain ways, the instructor has considerable freedom of choice. If consensus were high within a particular group, then the instructor, if he wished to gain approval of the group concerned, would have to conform to that group's expectations of him.

Although there was a general tendency toward mid-range consensus when the role was viewed as a whole, one should not overlook the fact that there was high consensus within particular groups concerning particular norms. For example, approximately 90 percent of the adult education instructors would disapprove of the instructor's actions if he "Ridiculed a student for asking a question" (role norm statement #39). Therefore, an examination of each group's Consensus Scores and Mean Response Scores for each of the 64 role norm statements will provide a guide to each group's probable reaction to specified instructor behavior.[20]

---

[20]These may be found by referring to Chapter IV of the original study, R. Jim Twa, op. cit.

The finding that all three instructor groups had higher Mean Consensus Scores than any of the three student groups for the total role of instructor as director of learning indicates that there was a tendency among the students, as a total group, to allow the instructor more latitude in his choice of behavior than among the instructors as a total group. Also, there was a pattern, as revealed by the rank order within both the student and instructor groups, for the adult education groups to allow the least latitude; the transfer groups, an intermediate amount, and the occupational groups the most.

The findings regarding significant differences between the selected combinations of groups with respect to the 64 role norm statements have varying degrees of importance for community college personnel. It will be recalled that the focus of this study was on the teacher-learning situation as it is affected by conflicting expectations for instructors held by the six groups which constitute the major portion of a community college student body and the faculty. The instructors and the students are dependent upon one another for the attainment of their goals. As discussed in detail in the rationale of this study (see pages 4-7.), persons have expectations of others with whom they must interact to attain their goals. Conformity to these expectations normally result in rewards, and non-conformity normally results in negative sanctions being applied to the person. However, in the student-instructor situation a complication arises because the students may jeopardize their chances of goal attainment if they (as subordinates) apply negative sanctions to instructors (superiors). Thus, because of their inability to take action, the student's frustration is heightened. Differences, then, in the expectations which students have of instructors and the expectations which instructors have of themselves

have potential for causing student frustrations and may lead to difficulties and problems for students.

Since the adult education student - adult education instructor, occupational student - occupational instructor, and the transfer student - transfer instructor combinations are by necessity frequently required to interact, significant differences in the expectations they hold for the instructor warrant the attention of community college personnel. The significant differences between these regular interaction groups vary in type. Those differences characterized by a less extreme student position than that taken by the instructors was considered of lower potential for student problems than differences characterized by a more extreme student position than that taken by the instructors. (A more complete explanation of this reasoning may be found on page 19.)

No differences of any type were identified between the response of the adult education student group and the adult education instructor group. The implication of this finding is that this group of students should not find frustrations arising from differing expectations of instructors.

The occupational student - occupational instructor combination produced the largest number of significant differences of any of the combinations selected for examination. Although significant differences were identified between these two groups' responses to 13 of the role norm statements, only two of these were classified as having high potential for producing student problems. This indicates that for the other 11 statements the students preferred instructor behavior which the instructors felt was mandatory for themselves. The outcome of these 11 differences should, therefore, not give rise to student frustrations because the instructors will probably

exceed the students' expectations. The two statements which elicited differences classified as having high potential for causing student problems were #13, "Provided for review of material before examination," and #56, "Provided student with outline of day's lecture." It would seem that the occupational student group expects the instructors to provide very close direction of their learning activities.

The transfer student group and transfer instructor group differed significantly in their responses to five of the role norm statements. Three of these differences were classified as having high potential for causing student problems. As was true of the occupational students, the transfer students also took a more extreme position regarding the review of material before an examination (#13) and in wanting an outline of each day's lecture (#56). In addition, the transfer students took a more extreme position than the instructors with regard to #21, "Made a research assignment for which adequate library resources were not available." These differences seem to be centered around the amount of initiative and independence which instructors should expect of students. The students seem to prefer more direction and close attention than the instructors feel is necessary or desirable.

The three combinations consisting of students only--adult education students - occupational students, adult education students - transfer students, and occupational students - transfer students--were examined with a view to determining whether the three major groups of community college students held conflicting expectations for instructors. It was reasoned that if many widely varying expectations of instructors were held and if students from different groups were assigned to common classes,

serious, conflicting demands might be made of instructors. Also if expectations varied widely among student groups and instructors were informed of these differences, they (the instructors) could possibly adjust their behavior to classes composed of just one of the three groups of students. The findings, however, revealed that only two significant differences existed among the three student groups' expectations. Examination of these two differences showed that in both instances the differences were in degree only, not in direction. For #36, "Failed to arrive at class on time," the transfer students disapproved of this instructor behavior while the adult education students disapproved more strongly. The only other statement which revealed a statistically significant difference was #49, "Showed enthusiasm for the subject." The transfer students approved more strongly of this behavior than did the occupational students. Considering the fact that only two differences were identified and that the type of differences was negligible, one may conclude that if major differences did exist they were not identified by the instrument employed in this study.

Two of the practical problems which have caused a good deal of controversy in the community college are grouping of students for instruction and teaching assignment of instructors. There are those who contend that the instructors should be assigned to classes composed of only one group of students, that is, transfer students or occupational students but not a mixture of both. An extension of the same line of thinking is the view that instructors should deal exclusively with one group of students; that is, all of his classes should be for transfer or occupational students, but not both. Extending this view still further, what are the problems associated with assigning instructors who habitually deal with full-time students to

instruct in adult education classes? One of the factors to be considered in making grouping and assignment decisions is student expectations of instructors. In the preceding paragraph it has been shown that the three major student groups have relatively few major differences in expectations of the instructor as director of learning.

The next group of combinations examined for major differences--possible interaction combinations--were selected because they represented some of the situations which could arise in the term-to-term operation of the community colleges. Assignment of instructors who habitually instructed students of one certain student group to classes composed entirely of a different student group gave rise to the question of whether these students' expectations of instructors varied enough from those of the "foreign" instructors to set the conditions for student frustrations. Four of the possible combinations were examined. They were:

1. Adult education students - occupational instructors.
2. Adult education students - transfer instructors.
3. Occupational students - transfer instructors.
4. Transfer students - occupational instructors.

Three of the six significant differences which were found to exist between the adult education student group and the occupational instructor group are of the type which are not likely to produce difficulties for students. The other three (see page 22 for details) depicted the students taking a more extreme position regarding the statements than the instructors. If occupational instructors are assigned to teach classes of adult education students, they should be able to better serve the needs of the students if they are aware of the student's position regarding the behavior described in the statements.

If transfer instructors are assigned to teach adult education classes, then the finding that this combination produced six significant differences becomes pertinent. Although differences existed for six statements, only four were of the type which are likely to give rise to student difficulties. Keeping in mind that the 64 role norm statements are only a sample of the total population of expectations which are held by the various groups, transfer instructors may gain some insight into the areas of difference by examining these four (see page 23 for details).

Of the seven role norm statements which elicited significantly different responses from the occupational student - transfer instructor combination, only three were of the type which have potential for causing student problems. Examination of the details (page 24) will provide information for transfer instructors who are assigned to conduct classes for occupational students.

Although ten of the role norm statements brought forth significantly different responses from the transfer student group and the occupational instructor group, only two were classified as having potential for causing frustration for students (for details see page 24). The two, having to do with review of materials before an examination and provision of an outline of the day's lecture, demonstrate once again that the students have greater concern for these activities than the instructors feel is necessary.

With regard to all of these possible combinations it would seem that the differences in expectations of instructors are of no greater magnitude or possible consequences than those which result from the regular combinations. If instructors are given teaching assignments which produce any of these four possible combinations, they should be able to benefit from a study of the particular differences.

The combination of occupational instructors - transfer instructors was chosen for examination because of its implications for activities in which the total full-time faculty are required to interact. The two groups' responses were significantly different for six of the statements. Examination of the details of these differences reveals a tendency for the occupational instructors to take a more extreme position than the transfer instructors with regard to the behavior described in five of the six statements. The reasons for this type of difference were not examined in this study, but one could speculate that it may have arisen from the liberal education background of the transfer instructors as contrasted to the business and industrial orientation of the occupational instructors. Regardless of the origin of these differences, it is important for instructors of both groups and administrators who work with both groups to know that differences exist. Knowing the nature of the differences allows a person to predict the two groups' actions and reactions to situations and to plan toward goal attainment with these predictions in mind.

Recommendations for Further Study

The community college student and instructor groups which served as subjects in this study expressed the view that the instructor's personal relationship with these students were of considerable importance. The students were more concerned with being treated as human beings by their instructor than with how that instructor utilized instructional methods and materials, managed and controlled learning activities, communicated information pertaining to the course, or evaluated student progress. The instructors agreed that their personal relationships with students were

more important than any of the four other areas examined. On the basis of this finding, it would appear that studies designed to identify and distinguish variables in personal relationships of instructors with students should produce worthwhile information for those who are responsible for the improvement of instruction in the community college.

A number of approaches could be employed in such studies. For example, the effects of inservice training for instructors in interpersonal relations, interaction analysis, communication skills or similar activities on the instructor's personal relationships with students could be tested experimentally in classroom settings. Or, the effects of different types of instructional behavior on student attitudes and achievement could be measured under actual classroom conditions. One promising source of hypotheses for these studies is the work which has been done with small groups in laboratory settings. The findings of these laboratory studies have resulted in the production of a considerable body of theory concerning the behavior of small groups which appears to be applicable to instructional practices in the community college.